Inspection of Meadow Green Primary School

Meadow Road, Wythall, Birmingham, West Midlands B47 6EQ

Inspection dates:	21 and 22 February 2024

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Early years provision	**Good**
Previous inspection grade	Good

What is it like to attend this school?

Pupils are happy to be a part of this welcoming and inclusive school. Pupils enjoy learning and playing together. They know who to speak to about any concerns they have. They feel safe because trusted adults look after them.

The school values of respect and resilience are understood by all pupils. Pupils use these values to enhance their learning. Overall, pupils achieve well. They also behave very well. The school's approach to managing behaviour is thorough. It helps pupils to reflect on how their behaviour has made other pupils feel. This encourages pupils to make the right choices with the help of the 'Meadow Green Bees' rights and expectations. Incidents of inappropriate behaviour and bullying are infrequent. They are dealt with appropriately when they do happen.

Through the personal, social and health and economic (PSHE) education curriculum, pupils learn about topics such as money management, online safety and healthy and unhealthy relationships. There are a range of extra-curricular activities that are well attended. These include various sporting activities, cheerleading and knitting. There are many opportunities for pupils, including those with special educational needs and/or disabilities (SEND), to be involved in school events. For example, the members of the school choir have showcased their talents by performing for members of the local memory café.

What does the school do well and what does it need to do better?

The school has designed an ambitious and broad curriculum with the needs of pupils at its heart. The school has carefully planned the knowledge they want pupils, including those in early years, to learn. For example, they have considered the key vocabulary they want pupils to understand and be able to use. This helps pupils to make connections in their learning and develop a body of knowledge over time.

Teachers receive useful guidance and coaching to enhance their teaching. Many are positive about this support. This helps them to plan lessons that build pupils' knowledge over time. Teachers check pupils' learning carefully and provide help where it is needed. Pupils remember what they have learned and talk articulately about their learning. However, the curriculum is not implemented consistently well across all subjects. In some subjects, the learning activities chosen do not help pupils to remember their learning well enough. In addition, the school does not routinely check on how well the curriculum is being delivered by staff. Where this happens, the school does not have a clear enough view on what is working well and what they need to improve.

Pupils enjoy reading. Staff read to them every day. In the early years, children enjoy songs and the rhyming language found in the books they share. This helps children to understand the relationship between letters and the sounds that they make. The phonics scheme is well embedded. Staff deliver the phonics sessions effectively. This ensures pupils get off to a secure start in reading. For those pupils who need a little

extra help, additional daily phonics sessions are in place. This helps them to keep up. For older children, there is a consistent and well-structured approach to the teaching of reading. This has supported pupils to successfully develop a wide range of reading skills. Pupils are given many opportunities to explore a wide range of texts. Pupils are excited and enthused when a range of new books become available to them. Pupil 'reading ambassadors' have recently been introduced and help their peers to embrace a love of reading.

Children get off to a flying start in the early years. Adults encourage children to talk and use new vocabulary. The carefully planned curriculum means all adults know what the priority is for children's learning. Resources and linked activities deepen children's learning in a meaningful manner. As a result, children are well prepared for Year 1.

Pupils with SEND are well supported. This is because additional needs are accurately identified. The school accesses a range of external support in a timely fashion. Adults ensure that specific resources and support allow pupils with SEND access to the same curriculum as their peers. As a result, they achieve well.

The school regards pupils' personal development highly. There is a well-developed curriculum for PSHE. Pupils learn about being responsible citizens in the community. They are knowledgeable and discuss issues such as diversity and homophobia with maturity. As a result, pupils are prepared well for life in modern Britain.

Leaders have an accurate view of what the school is doing well and what is yet to be developed. Staff feel valued and are part of a happy team.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, leaders do not systematically check the impact of their work. This means that they do not know what is going well and what needs to improve. The school should make sure they further develop effective processes to enable them to monitor the impact of the strategies they expect all staff to follow.
- In some subjects, staff do not choose the most effective learning activity to support the intended learning. This means that pupils are not securing what they know to the depth that they require to build their learning over time. The school should continue to provide support and guidance for teachers to ensure that curriculum implementation is consistently effective.

How can I feed back my views?

You can use Ofsted Parent View to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further guidance on how to complain about a school.

Further information

You can search for published performance information about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	116763
Local authority	Worcestershire
Inspection number	10294519
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	298
Appropriate authority	The governing body
Chair	Andrew Hall
Headteacher	Nathan Jones
Website	www.meadowgreen.worcs.sch.uk
Dates of previous inspection	22 and 23 November 2022, under section 8 of the Education Act 2005

Information about this school

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- The school does not use any alternative provision.
- There is a before- and after-school club on site, which is managed by the school.

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Inspections are a point-in-time judgement about the quality of a school's education provision.

- Inspectors carried out deep dives in the following subjects: early reading, mathematics, science and computing. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to some pupils about their learning and looked at a sample of pupils' work.

- Inspectors spoke with leaders about the curriculum in some other subjects.
- Inspectors listened to a sample of pupils read to a familiar adult.
- Inspectors reviewed a range of documentation provided by the school. They looked at the school's website, policies and curriculum documents. They evaluated safeguarding information, SEND records and published information about the school's performance.
- Inspectors observed pupils' behaviour in lessons and at breaktimes and lunchtimes. They spoke formally with groups of pupils, as well as talking to pupils in lessons and around the school.
- Inspectors spoke with parents at the start of the school day. They considered the views expressed on Ofsted Parent View.
- The lead inspector spoke with a school improvement consultant and spoke with members of the governing body.
- Inspectors spoke with groups of staff and considered the responses to Ofsted's staff survey.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Josie Leese, lead inspector	Ofsted Inspector
Anna Smith	Ofsted Inspector
Khalid Din	Ofsted Inspector

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